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ABSTRACT

This gender equity module is designed to assist teachers and counselors with a tool for students considering nontraditional as well as traditional careers. It provides biographical sketches of 12 Alaskans who have explored nontraditional occupations, career path information, and classroom activities that encourage exploration of nontraditional career options. The first-person sketches include insights and opinions about nontraditional employment in Alaska. These occupations are represented: site supervisor, construction laborer, military officer, elementary teacher, homemaker, civil engineer, registered nurse, child care worker, dental hygienist, librarian, law enforcement officer, and government executive. Sex Equity Regulations, Alaska Department of Education, are appended. (YLB)

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Alaska Department of Education Teacher Guide

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Pioneers of Nontraditional Employment in Alaska

by Richard Steele

South East Regional Resource Center

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Pioneers of Nontraditional Employment in Alaska

Foreword

Gender Equity has come into focus in Alaska, as well as throughout the United States and nations around the globe. One of the most important goals of education is to help young people become aware of the opportunities and expectations that await them in the adult world. As true equity becomes a greater reality, young people will be able to set and achieve the personal and career goals that will lead them to lifelong learning, healthy families, and economic independence.

And yet, limited opportunities and expectations based on gender role stereotyping have made it difficult for some individuals to choose and pursue occupations that best suit their talents, abilities and interests. Such bias and stereotyping prevents all of us from best supporting ourselves and our families, and are counterproductive to the economic health of Alaska and to our quality of life.

The Alaska Department of Education remains committed to providing our youth with the knowledge and skills needed to succeed in a changing world, and to implementing programs which create a truly equitable school environment. The goal of this publication is to assist teachers and counselors with a tool for students considering nontraditional as well as traditional careers. This gender equity module provides biographical sketches, career path information and classroom activities which encourage exploration of nontraditional career options. By utilizing these materials, teachers and counselors may help students become aware of job opportunities worthy of consideration.

We applaud and recognize Alaskans who have broken the barriers imposed by gender bias and stereotyping. The Alaskans featured in this module have achieved their career goals regardless of difficulty and frustration. They have overcome long standing traditions and have sought careers which are nontraditional for their gender. They are true pioneers of spirit and accomplishment who serve as role models for our youth. Their example encourages our youngsters and ourselves to explore the vast array of employment opportunities available in our expanding world, regardless of our gender.

The Department of Education gratefully thanks first and foremost the persons who have consented to be featured in this module. Secondly, we thank Connie Munro, Anne Kessler, and Marjorie Menzi, of the Department of Education Equity Task Force who conceived of the publication. Thirdly, we thank the Gender Equity Cadre members present at the 1992 Bilingual Multicultural Education and Equity Conference in Anchorage who reviewed the draft publication. Fourthly we thank Judith Anderegg of Pioneer Peak Elementary School and Tom Litecky of Palmer High School for their collaboration and workshop presentations.

Finally, special thanks is due to Richard Steele, South East Regional Resource Center, writer and principal photographer for the module. Richard identified, contacted and interviewed all the subjects, wrote and completed the narratives. Photos were also contributed by Rick Siler, Meredith Morton Buchman, and Chester Simton. Thank you to Pete Scott, South East Regional Resource Center who designed and (with Richard) completed the layout.

Naomi Stockdale
Career and Vocational Education
Equity Administrator

Pioneers of Nontraditional Employment in Alaska

The Pioneers

Meredith Morton Buchman

Sandy Burd

Sue Hargis

Fred Hiltner

Jeff Landry

Mary Miller

Don Novotney

Stephen Rivera

Rick Siler

Chester Simton

Judy Steffel

Nancy Bear Usera

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Site Supervisor

Site Supervisors plan and oversee ways for an organization to use people, machines, and materials for production and transportation of goods and services. They ensure efficient, profitable and timely service. They also maintain work station quality and establish production costs, monitor worker safety or may specialize in one of these or in such areas as operations research, data processing or distribution.

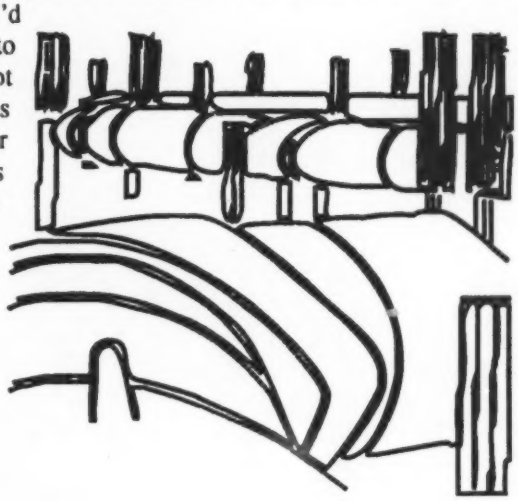
Opportunity varies with locale and industry. Over 150 site supervisors in various industries are employed in Alaska. Salary ranges from $2,500 to $6,000 per month or more. Suggested courses include mechanics, business administration, communications, electricity, basic or advanced math, drafting or graphic arts and computer applications. Suggested training includes high school, an associate degree, vocational/technical training or college. Related occupations include quality control inspectors. Promotion from within the firm is the usual method of entry into a site manager position. Usually several years of experience in closely related occupations and familiarity with policies and operations of the organization are required. Sometimes college graduates are hired and trained for the occupation.

Source: Alaska Career Guide 1992

My name is Meredith Morton Buchman. I supervise Pump Station 12 on the Trans-Alaskan Pipeline System (TAPS). Pump Station # 12 is on the road to Valdez from Glennallen. It's so beautiful there. Of the 22 supervisors on the Pipeline, only two of us are women. On my shift I supervise 9 men and 1 woman. She's my secretary.

How did I get the job? I was lucky I admit. My background is in library science and educational media. Alyeska Pipeline Company first hired me as a company librarian in Valdez after startup. I didn't have any instrumentation experience, but I darn well knew the documentation. Alyeska was looking for a few good women as technicians. It was partially an affirmative action decision. They said they'd train me. For four years I worked as a trainee. In my off time I took courses in electronics, microprocessors, in direct current (DC) physics, in troubleshooting equipment. It was an opportunity, but it wasn't easy. I was in a whole different field. But that was the beauty of it. On the down side, I had to deal with a couple of co-workers' attitudes. But I was determined not to be some kind of token woman. When some people didn't expect much from me, that made me try all the harder. From my friends I got nothing but support: "Good for you, go for it!" they told me. I was going to learn this stuff. Eventually I could match most of my co-workers technically. Then, as pipeline employment dropped off, the company needed workers who could adapt, who could work more on their own. No problem–adaptation and independence were my specialties. Eventually they selected me as Operations Supervisor at Pump Station #1 at Deadhorse, way up by Prudhoe Bay. At Pump Station #1 I was one of two supervisors on my shift. It's the highest-profile pump station on TAPS. Technicians, politicians, VIPs were always passing through. My skills in communications and English sure came in handy. From Deadhorse I came down here to supervise Pump Station #12.

My responsibilities on the pipeline include supervision, safety, training, oil spill prevention, reporting, environmental protection and fire training. I work one week on, one week off. My husband is a music teacher. When I'm gone, how do we keep in touch? By phone! But last summer he drove over for a visit. That was the first time he ever saw where I worked. "Not bad, not bad" he told me as he looked over the pipes, hydraulics and blinking control panels of the pump station. But the real test was the meal we served him. The way I'd always described it, when I came to work I was roughing it. Well he got a nice plate of shrimp with asparagus and garnish, as I recall. I remember when that first forkful crossed his lips, he smiled and said, "You know you've really got it rough, don't you?" We both had a laugh over that one.



"... as pipeline employment dropped off, the company needed workers who could adapt, who could work more on their own. No problem - adaption and independence were my specialties."

Site Supervisor Meredith Morton Buchman

Activities:

1. Introduce some affirmative action regulations in the classroom. Discuss affirmative action programs and their impact on employment. How do the students feel about affirmative action? Do they think it's fair or unfair? Do they know the background behind affirmative action? Discuss demographics, then have them write a position paper about their feelings.
2. Have students contact Alyeska Pipeline Service Company, 1835 South Bragaw St., Anchorage, AK 99512. They have a number of brochures and other information on TAPS. Make sure the students request information on employment, especially nontraditional employment. Create a school display about employment in Alaska's gas and petroleum industries–and be sure to include information about nontraditional employment.
3. Obtain a copy of the state model curriculum **Non-Renewable Natural Resources** from the Alaska Department of Education, Office of Adult and Vocational Education, 801 W. 10th St., Suite 100, Juneau, AK 99801. Look over the entry-level skills in the gas and petroleum industries and write for some of the materials from the "Suggested Resources" portion of the book. Have students make an employment plan for how they would obtain a job in the gas and petroleum fields in Alaska.
4. Brainstorm with the students the kinds of problems one might run into in seeking a non-traditional job. Keep the list developed handy as the class looks at different occupations. Later, brainstorm ways to surmount these problems in looking for or training for work.
5. Bring in a speaker from Alyeska, a woman if possible, to share her stories with the class.

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Construction Laborer

Construction Laborers do physical work on all types of construction projects. They load and unload materials. They shovel dirt and other matter. They dismantle and build scaffolds and pour and spread concrete. They may work highway construction, involving shoveling, pipe-laying, asphalt-raking, jack hammering, chain sawing and grade-checking. Opportunity is good with 1600 employed. Non-union wages range from $1,400 to $2,000 per month. Union wages are appreciably higher.

Suggested courses in school include applied math, general shop and mechanics, drafting, carpentry, related vocational/technical training, and physical education. Suggested training is usually on-the-job. Related occupations include bricklayers, cement masons, carpenters, plumbers and pipefitters. Some jobs require experience and general knowledge of construction methods and materials. Most require little training. Many contractors use union hiring halls.

My name is Sandy Burd. I work as a construction laborer–a union member and proud of it. The Laborers Union is a catch-all for a number of trades. Laborers do everything from digging ditches and shoveling (considered unskilled work) to blasting rock and setting grade on highways (skilled jobs that require training and a license). Right now, I'm working on an asbestos abatement project. I had to take a 32 hour class and pass a test to qualify for this job.

I've been in the union for 15 years, though it doesn't seem that long. What?? Am I PROUD of being a laborer? You bet I am. This union is pretty good about equal treatment–there's one wage scale for all; young, old, woman, man, black, white, Native. There are a fair number of women in construction now, though we're still in the minority. But hey, if you wanted to see sexism you should have worked on the pipeline. On one job there were only two women and twenty eight men. The guys had plastered pinups of women all over the bus. Janet and I decided to redecorate. We had friends send up pictures from a men's magazine and one evening we exchanged them all. We thought it was pretty funny–but the next morning the male workers refused to board the bus. Of course the pictures came down, but you know what? No more girlie pictures were put up. Not all stories end happily–many women took jobs on the pipeline and found themselves the objects of their foreman's amorous interest. They'd report to work and the boss would tell them to stay in the pickup as a companion. They were never given worthwhile jobs and they had no experience so they couldn't see what had to be done unless someone told them what to do. Needless to say, they didn't last long. That was the exception, but it did happen. And it made it hard for the women who did work. We were all lumped into the same category. In those years, whenever I took a job for a new company, they'd give me the hardest task on the first day–like a 90-pound jackhammer–so they could see if I was willing to work. I had the feeling that if I said I couldn't handle it, they'd tell me there wasn't any other job available and send me back to the union hall. Once I showed a willingness to work they would give me a more reasonable job.

Two of the best things about this occupation are that it offers a lot of variety, and that it is seasonal. The work is physically hard, but it sure keeps me in good shape. I've done lots of other things to make a living–taught in public schools in Harlem and Chinatown, designed and made dresses, ran a Bed & Breakfast, and still occasionally teach college music. Laboring pays the best and is my favorite. I normally work about 5 months a year. That gives me lots of time to pursue other interests.

How about discrimination on the job? There are some who think that if they give you a hard time you'll go away, but there are jerks everywhere in the world. There used to be a lot of that attitude in construction, but most of the men who thought women should stay home and dust the furniture have retired. Sure there are a few who enjoy making embarrassing wisecracks, but I ignore them. And although the union is gender-blind, some employers still think women are less capable. But this is changing and women are being made fore...uh...persons. Who cares about what they call it; just so they promote qualified women and the pay's the same. I used to try to work harder and faster than anyone on the crew to prove myself because I am a woman–but I've been there, done that. Now I'm just a laborer like anyone else. I have a sense of satisfaction when I see a road or bridge I worked on. There's a feeling of dignity that comes with productive work and I make a good living.

Source: Alaska Career Guide 1992

"I have a sense of satisfaction when I see a road or bridge I worked on. There's a feeling of dignity that comes with productive work and I make a good living."

Union Construction Laborer Sandy Burd

Activities

1. Have students discuss a local construction job they have noticed. Were there nontraditional laborers on the job? Have them discuss why or why not.

2. Have students find the national addresses of several major unions in the library or in an almanac in order to write the union to find out their written policy on gender equity and nontraditional employment. When the policies come back, read them and discuss the impact and importance of formal written policies on such equity issues. Investigate the school district's equity policy and compare with that of the union. How are they different? How are they alike?

3. Discuss some roles which students have already assumed as sex-specific. For example, many of the boys may practice hunting, fishing and trapping and many of the girls may spend their after-school hours baby-sitting or doing more indoor tasks. Devise "skills sharing" sessions in which the girls instruct the boys in some of the nontraditional tasks they practice and vice-versa. After the skills sharing session, have students report to other classes on their discoveries and conclusions. Invite the students to share this report with classes of younger students.

4. Invite a union official to your class to speak with students about the union's equity policy.

5. Discuss sexual harassment and how sexual intimidation may discourage nontraditional involvement.

Military Officer

Military Officers hold leadership and supervisory positions in the Army, Navy, Air Force, Marine Corps and Coast Guard. They bear legal responsibility for preparing and carrying out effective military operations of the United States and to support the government's foreign policy objectives. Opportunity in Alaska is fair to good with over 3,800 employed. Salary ranges from $2,000 to $3,600 per month, including allowances.

Suggested courses include applied or advanced math, oral and written communications, psychology, sociology and physical education. Suggested training includes college followed by officer's candidate school or a military service academy. Related occupations include military enlisted personnel. Hiring practices include graduation from an academy (such as West Point or Annapolis), Officer Candidate School (OCS) or Reserve Officer's Training Corps (ROTC). To be admitted to OCS, one must have a bachelor's degree or be in the military as an enlisted person with at least two years of college. To be selected for a service academy, one must be near the top of their high school class and have a well-rounded life, including sports or community activities.

Source: Alaska Career Guide 1992

My name is Sue Hargis. On duty I'm Lieutenant Hargis. I'm an officer in the United States Coast Guard. Right now I work in the Operations Center in Juneau. That's the "brains" of all the search and rescue operations in Alaska. If you called the Coast Guard because your boat was sinking, then I would send a helicopter or boat to save you. Or, if your family called and said you were late coming home from a fishing trip, then I'd figure out what might have happened to you and where we should look to find you. I chose the Coast Guard because I wanted responsibility and a stable career. Boy, did I get lots of responsibility!

Officer Candidate School was an experience. It's just like boot camp, but for officers. They keep you four long months, but treat you better at the end. Out of our class of forty-four, two of us were women. We went through every pushup, every rifle drill, and every inspection the men went through. No difference. I'm proud to say that both of us women made it. Ten of the men didn't. I sure didn't feel like "one of the guys," though. I felt like I was in a fish bowl. If one of *us* did something, well, "one of the women did it." Sometimes it was good, and sometimes bad. It made me work extra hard to do things right.

In the Coast Guard women do the same job as men. In fact the military has made a real effort to include more women. Some people wonder if I got here *because* I'm a woman. I know it's not true. Only the top twenty-five percent of the class at Officer's Candidate School are chosen for sea duty. I was chosen. And from those who go to sea, only the top 10 percent of them are chosen to become Commanding Officers of Coast Guard Patrol Boats. Guess what? I was chosen and became the first woman to command a Coast Guard cutter (ship) in Alaska. I had fourteen men working for me in the crew. We worked hard and had a great time.

Being a woman in the military is a lot of hard work, but I sure get a lot of satisfaction from doing tougher things than I ever thought I could do. Sometimes it's a rough job, though. On my first ship we had only two women officers and 12 women enlisted in a crew of 110. There wasn't much time for talking and having fun, and it got lonely sometimes. Occasionally guys gave me a hard time, but mostly they were professional.

I think it's funny when someone calls the Operations Center and asks one of the male assistants if I'm their secretary. They always respond, "No, she's my boss!" When I used to search boats for illegal drugs off the Florida coast, the people on board always looked surprised when they figured out that it was a woman under the helmet and heavy law enforcement gear. It sure made for some interesting conversations, especially when they saw that I was the one giving orders! I think it's great to work where it doesn't matter if you're a man or woman, just how well you do your job.

"Only the top twenty-five percent of the class at Officer's Candidate School is chosen for sea duty..... Guess what? I was chosen and became the first woman to command a Coast Guard cutter (ship) in Alaska."

U. S. Coast Guard Lieutenant Sue Hargis

Activities

1. Invite a military recruiter to your class. Military recruiters make regular trips to high schools statewide and recruitment offices are found in all of Alaska's major cities. Prepare for the visit by compiling a list of questions about nontraditional roles in the military. Many officers in the community are happy to visit schools and address classes.
2. Have the students debate the role of women in combat. What is the feelings of students about this issue? How have things changed?
3. Contact the various branches of the military (consult your library or an almanac) for information about nontraditional opportunities in the military. From the materials you receive, have students create a display in the school about the opportunities. Many say that the military is on the vanguard of nontraditional employment. Is that true?
4. Take your class on a field trip to a nearby military installation, if available. Set up a tour of their operations or command center, so that students can see how they work.
5. If you live in a coastal town, write to the Coast Guard and ask for a cutter to stop in to visit and show off the ship.
6. On Career Day invite a woman in the military to class. Prepare a list of questions beforehand. Did she find her gender a hinderance in her military career? Find out.
7. Have students role play a situation where a soldier discovers his/her partner on a maneuver is gender-opposite. What kinds of issues may arise? What ways do students see to surmount any problems?
8. Research statistics about women in the military, including the types of jobs, the average length of time in service, and gender restrictions. What changes do students predict for the military? What are their thoughts on this topic? Are there many women in the upper levels of the military?
9. When a person is in a situation as a minority should that person be judged as an individual or as representing an entire group? What do students think? How do we react when encountering someone who's different from ourselves?

Elementary Teacher

Elementary Teachers and Secondary Teachers prepare and conduct instruction through lectures, discussions and lab sessions. They write, give and score tests and give grades to students and consult with parents. Elementary teachers usually work with one group of pupils during the entire school day. Secondary teachers usually specialize in a particular subject area.

Opportunity varies with 7,075 employed. Salary ranges from $3,300 to $4,800 per month. Suggested courses include advanced or basic math, science, oral and written communications, psychology, sociology, history, literature, government, English and computer applications. Related occupations include university and college teachers, education program specialists, vocational/technical education teachers, child care workers, school counselors, and special education teachers.

A college degree and an Alaska teaching certificate are required for most positions. Employers prefer teachers with multiple subject areas and who have some previous teaching experience.

Source: Alaska Career Guide 1992

My name is Fred Hiltner. I'm a first grade teacher. I'm the only male first grade teacher in the Juneau School District. A couple of men teach Kindergarten, but in the lower elementary grades, most of the teachers are women. Why is that? Maybe it's tradition. Women have been historically given the role of caregivers and younger children need extra care. Women don't hold the corner on tenderness, however. Plus, I hate to say it, but teaching hasn't historically been considered a true professional job. Men, the historical breadwinners, have wanted the *better* jobs. Well, nowadays, at least in Alaska, teachers have the *better* jobs. Changes in status and salary have made a difference.

As a man first grade teacher am I different? For some children of single mothers I'm a role model. I've had single mothers request me as a teacher so that their child can be around a man–a gentle but firm role model who has training in child development. More than once I've had a little boy or girl call me Daddy by mistake. Before I was a teacher I was a ski patrolman and wilderness guide so I am used to being outside. As a class we also go outside especially for science activities. We often focus on natural history.

From time to time I've wondered if I'm empathetic enough with the children. It's caused me to examine my role as a man and what I do and how it affects others. The role of the elementary teacher has a tremendous impact on young children. My class revolves around learning by exchanging points of view among students, both for emotional, social, and academic learning.

One funny story: when I started teaching first grade the kids were so used to all the teachers being women that out of habit they called me "Mrs. Hiltner." It took me weeks to correct them. Then, when a woman teacher from another class came in the room they called her "*Mr.* Harris!" Boy was she shocked.

My advice to other men? Consider elementary teaching. Teaching is always challenging and always exciting. You can study the research, then try creative new techniques. The fact that there are only a few men in the lower grades shouldn't stop you. Camaraderie and collegiality in my field is wonderful. There's a lot of work, you're under scrutiny, and the kids love you. And that love moves the world.

"As a man first grade teacher am I different? I've had single mothers request me as a teacher so that their child can be around a man-a gentle but firm role model who has training in child development."

Juneau School District First Grade Teacher Fred Hiltner

Activities

1. Make arrangements with elementary teachers for older students to assist in first-grade and other classrooms. Encourage exploration in nontraditional areas, e.g. encourage high school boys to work in a lower elementary classroom and encourage high school girls to job shadow in administrative or other jobs dominated by men. Or, the entire class could visit a lower elementary classroom and discuss the teaching profession, especially in terms of nontraditional employment.
2. Have students make arrangements to each adopt an elementary school student as a pen pal or modem pal. Have students help the younger students with special needs they may have and make a brief report to his/her teacher. Try to make the matches as nontraditional as possible, with boys concentrating on lower elementary grades and girls concentrating on the upper grades in subject areas such as math, which historically is less popular with girls.
3. Arrange a drama project with secondary students in which they explore nontraditional occupations through a play or skit. Have them perform the play or skit for the younger students and encourage them to expand their horizons in nontraditional ways and occupations.
4. Have students create a colorful collage showing a multi-racial composition of males/females as elementary teachers. This visual demonstration should realistically portray various different classroom settings and activities (especially nontraditional ones).
5. Create a short video of a nontraditional teacher on-the-job explaining his or her duties.
6. Arrange for a nontraditional teacher (e.g. a male lower elementary teacher, a female industrial arts teacher, college or vocational/technical instructor) to visit your classroom to discuss his/her experiences on-the-job.
7. Discuss students' attitudes: how would they fell as parents of a child whose teacher was nontraditional? How does it feel to be students in a nontraditional teacher's classroom? Discuss stereotypes and how they may prevent nontraditional involvement. How can schools break through the barriers?

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Homemaker

Homemakers manage households, including the family purchasing, food preparation and service, child care and development and home management. Homemakers may or may not work part-time in the cash economy in or out of the home.

Though homemaker is a traditional role for women, that trend has been changing. Nationally over half of American families have dual incomes. The existence of women in the workforce is a fact of modern life. Though still dominated by women, the role of homemaker is no longer solely the female domain. In about 30% of Alaskan homes, one adult stays home as a full-time homemaker. To some extent everyone is a homemaker who manages a living environment for themselves or other people. Those interested in preparing for this field could study elementary education, home economics, psychology, health education, first aid, child care, home finances, parenting and child development. Related occupations include child care worker, food service worker, laundry workers, janitors, human resources manager elementary teachers. Suggested training ranges from high school health and home economics classes to college training in home economics. Personal training is also important; a number of books are available.

My name is Jeff Landry. I'm a full-time homemaker and the primary caregiver for Haines, our three-year-old son. I'm a lawyer but I've been home about eleven months now while my wife works. I'm the parent who feeds Haines, does the laundry, does the grocery shopping. And what do my men friends think? The two reactions they've shown both begin with "E"– empathy and envy. Those who are the primary caregivers understand how much work it entails. My men friends who work full-time outside the home wish they had more time to spend with their kids.

Being the full-time caregiver for Haines has helped me notice how little time other men spend with their children. That's kind of sad. And what else have I learned? Well, I've learned how much work caring for even one child is. I've learned that dirty laundry and goopy dishes never end . I've learned to appreciate all the time that was all my own when I was in the office. I've learned to really appreciate the job *my* mom did raising not one but *three* kids. I've learned that being a homemaker isn't slower in pace, it's just different.

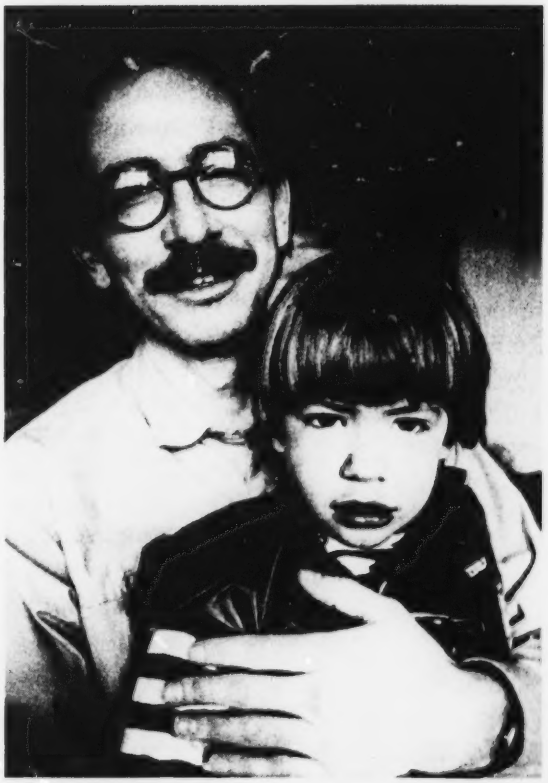
It's true that by staying home I am out of the loop at work, and now I spend a lot of time doing kid stuff. And I've noticed the people that I have things in common with have changed. If Haines and I want to take a day hike, we might call Jan and her son Owen, two doors down, to see if they want to go. Or if we want to go skiing we might call Jeff, who also stays home, to see if he and his daughter Rachelle want to meet us at Eaglecrest.

I know I've gotten a lot out of staying home with Haines. What's made it easy for my wife Janet and me is that in terms of nontraditional lifestyles, Alaskans are pretty accepting. Also, we both have our formal educations, so neither of us is stuck in the role of breadwinner *or* homemaker. Plus, we cut back our lifestyle so we don't need two incomes. That's made a big difference.

Right now Janet is pregnant with our second child. When the baby is born Janet will stay home with the kids and I'll go back to work outside the home while the baby is nursing. Will I miss playing with our block set and fixing lunch for Haines? You bet I will. But being a homemaker now doesn't mean I won't be a homemaker later. We're lucky in that we have jobs we can temporarily leave. And besides, I want to come back. I wouldn't want my wife to keep a good job like this all to herself.

Source: Karen Ryals

"Being the full-time caregiver for Haines has helped me notice how little time other men spend with their children. That's kind of sad."



Homemaker Jeff Landry

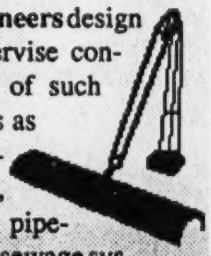
Activities

1. Have students relate the breadwinner/homemaker roles in their households. Who does the homemaking? Who does the child care? Have students write an essay about their plans for their future. What will their role be in terms of career and homemaking?

3. Find out how many men in the classroom have studied home economics. Find out how many women have studied non-traditional vocational areas for women (such as wood shop). Discuss what determines who takes what classes and how those decisions are made. Discuss the value of exploring non-traditional roles.

4. Discuss how economics and demographic changes will affect the family of the future: how men and women will share work and family responsibilities.

Civil Engineer



Civil Engineers design and supervise construction of such structures as roads, airports, harbors, bridges, dams, pipelines, water and sewage systems, buildings, and subdivisions. Duties include drawing up plans, making models, comparing costs of various methods, and ensuring the project complies with regulations. Opportunity is fair in Alaska, with nearly 1,500 employed. Wages range from $2,600 to $4,800 per month. Suggested courses include advanced math, physics, chemistry, oral and written communications, drafting, general shop/mechanics, and computer applications. Suggested training is 4 years of college. Related occupations include construction superintendents, mechanical engineers, electrical engineers, petroleum engineers, and mining engineers. Employers prefer engineers with a degree and two to five years of experience. Some require a knowledge of computer usage. Upper-level positions in government or with firms that offer public services require a license.

Source: Alaska Career Guide 1992

My name is Mary Miller. I was born in Sitka. I am a woman, a Tlingit, and a civil engineer. To some people that's an odd combination. Not to me. What do civil engineers do? We work on water systems, transportation systems, waste systems, and dirt-type constructions. We also design specialized structural work. Also we can do environmental work. After getting a college degree, civil engineers are required to work under the supervision of a registered engineer for four years and then take the test to acquire their own license. I first got interested in civil engineering through the Forest Service where I worked as an intern. That's where I discovered engineering. So I went to the University of Alaska-Fairbanks. From there I returned to the Forest Service and worked in different locations twelve years. While with the Forest Service I did a variety of civil engineering jobs, from dock designing to building construction. I worked my way up and by the time I left the agency two years ago I was in charge of engineering, lands, and fire for the six-million acre Chugach National Forest. That was a lot of responsibility, but a job in private industry called, and I've been working for private industry ever since.

What's it like being a woman civil engineer–we say CE? From my perspective the job isn't so non-traditional and there are more and more women becoming CEs. But, to a lot of people it is shocking that a bridge or road designer is a woman. My parents were surprised not only by my choice of career, but that my career is so important to me. Their attitude has mellowed from expecting me to follow a more traditional life to being supportive. I think that's because they see the good quality of life that I've made for myself.

I used to be pretty sensitive about the fact I'm a woman and Native. One time I applied for a job and didn't check the box for ethnic background. I got a call from California and was asked just one question: "Are you Native?" I was angry! How had they found out! Later, I discovered my boss had sent them information about me. I was so afraid I would be hired because of a quota and not because of my qualifications. Well, I'm older now, more confident, and now I know my work speaks for itself, so I'm not so hung up about checking boxes on applications.

I am absolutely sold on my choice of profession. I have had so many opportunities. I can get a job anywhere in the world. I get to travel; several years back I went on a technical trip to Russia. Last year I was involved in a "People to People" exchange of technical experts and traveled throughout China. What would I tell young women interested in engineering? I would say "Don't let anyone say *you* can't do it!" I'm proof of that!

"I am absolutely sold on my choice of profession. I have had so many opportunities. I can get a job anywhere in the world."

Civil Engineer Mary Miller

Activities

1. Visit a road or building construction project and ask to look at the blueprints or plans. See whose name is on the plans and write that person a letter. Investigate what information went behind that construction project.

2. Discuss special problems which could occur when someone of the other gender takes a non-traditional job. Discuss examples of non-traditional employment in your community. Ask students what makes a person try a job in a nontraditional area? Discuss.

3. Divide the class into two equal groups: "More familiar with engineering and design" and "Less familiar with engineering and design." Students put themselves into either group. Pair one student from each group with one student from the other. Supply each pair with a box of toothpicks and a bottle of glue. Have them construct a small tower or bridge, working together. The next day discuss the roles each person played in the project. Did one student sketch out the construction before beginning? Did the roles divide along gender lines? What role does gender play in our choice of careers in engineering or design?

4. Write the American Association of Civil Engineers, 345 E. 47th St., New York, NY 10017. Obtain as much information as you can about the engineering field. Create a engineering career display at school. Invite an engineer or municipal planner to school to discuss their job.

Registered Nurse

Registered Nurses (RNs) provide health care to injured, sick and healthy people. They administer medicines, shots and other kinds of treatment. They observe patient and chart progress. They teach preventative health care. Opportunity for registered nurses in Alaska is excellent with over 2,800 employed in the state. Wages range from $2,400 to $3,300 per month. Suggested courses include physiology, biology, chemistry, oral and written communications, psychology, sociology, health education and first aid. Suggested training includes vocational training, an associate degree or college/university. Related occupations include physician's assistants, licensed practical nurses, nurse aides and orderlies, nurse practitioners, emergency medical technicians and paramedics.

RNs must pass an exam and be licensed. Most employers prefer at least one year of experience. Generally, the smaller the size of staff for which a candidate is being considered, the greater the level and breadth of experience required.

Source: Alaska Career Guide 1992

My name is Don Novotney. I'm an Infection Control Nurse at Bartlett Memorial Hospital in Juneau. I know–the famous nurses in history are all women–Florence Nightingale and Clara Barton. But nursing isn't just for women. My ticket into nursing came through the military. I was an Army Corpsman. A Corpsman is like an Emergency Medical Technician (EMT). As a Corpsman I was on the front line of soldiers' health care. Corpsmen work with Army nurses, and in the Army a lot of the nurses are men. So with Army training I became a Licensed Practical Nurse (LPN). When I left the Service, I wanted even more training. So I went to college. But out of 70 Bachelor of Science in Nursing students in my nursing class at the University of Wisconsin, only 4 of us were men!

Before the Army I worked construction. Construction was dominated by men, for sure. But to me construction work was dirty, cold and dangerous. And there's not always a job. As a nurse I can work anywhere: in a hospital, doctor's office, nursing home, prison, overseas. There's variety and I've got job security. I'm involved in problem solving and there's plenty of hands-on experience. It's a professional job and the pay is good. I've noticed that as unemployment in other fields goes up, more men look at nursing. Why not? A couple of people laughed at my high school reunion when I said I was a nurse, but hey, at least I had a job. Not all of them did!

Are male nurses different? I have to say yes. Bartlett has 110 nurses, 4 of them men. All the male nurses are full-time. Half the women nurses are part-time. Society is more traditional than you might think. And it seems that the male nurses end up working on electronics and equipment more than women. Men grow up troubleshooting gadgets: that carries over. Sometimes male doctors treat us with a little more respect than they do female nurses. They use my first name and ask my opinion. Like, "Okay, Don, what are we going to do?" rather than, "Well Nurse Keller, here's our next move." But that's only certain doctors. Of the patients I see, older women seem to be the most uncomfortable. They ask "When are you going to become a doctor?" Or they exclaim worriedly when I walk in the room: "A male nurse?" I carefully explain, "Many doctors are female and many nurses are male. And there are more every day!" The last difference is brute strength. When help is needed lifting a heavy patient or if someone comes in physically out of control, nurses call in code over the hospital loudspeaker: "Doctor Armstrong, Doctor Armstrong, please come to the Emergency Room."

Some say that women are nurses because of *the woman's touch.* But that's a myth. Some men are gentle, some women are gentle. Delicate touch is not sex-specific. So if you're ever at Bartlett Hospital, look me up. We'll toast with carrot juice–to your good health, and to my good job.

"I've noticed that as unemployment in other fields goes up, more men look at nursing. Why not? A couple of people laughed at my high school reunion when I said I was a nurse, but hey, at least I had a job. Not all of them did!"

Registered Nurse Don Novotney

Activities

1. Order the Health-Related Occupations Curriculum Kit from the Alaska Vocational Materials Library (for secondary students) from the Alaska Vocational Materials Library, OAVE/DOE, 801 W. 10th St., Ste. 100, Juneau, AK 99801 (907) 465-2980. Utilize kit materials on the nursing profession, discussing nontraditional career opportunities.

2. If possible, interview a male nurse or a female physician in your community. Visit them where they work in the hospital.

3. Discuss a serious health issue facing Alaska such as AIDS. Discuss how such serious health issues would affect students' decisions in terms of health-related occupations. Would some students want to get involved? Would others avoid the profession out of fear? What can all of us do to assist in these serious health problems.

4. Prepare a culture medium and grow it. Contact the biology teacher. How are biological cultures employed in the nursing profession? Investigate how nursing skills are changing, and discuss other medical opportunities such as Nurse Practitioner, Emergency Medical Technician, Respiratory, Occupational and Physical Therapist and Physician's Assistant. What changes do students project in the medical profession in the years to come?

5. In a rural site, invite any health professional to the class (Nurse Practitioner, Physician's Assistant, Emergency Medical Technician or visiting Public Health Nurse. Prepare a list of questions beforehand. Afterwards, students record what they learned.

6. In an urban site set up a panel with male and female nurses and doctors. Prepare for a question-answer period with some pre-arranged questions. Afterwards, students record what they learned and prepare a school newspaper story about the panel.

7. Develop a student aide program in a local hospital, clinic or pioneer home.

8. Visit a hospital or clinic to get an idea of working conditions experienced by doctors and nurses.

Child Care Worker

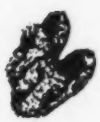
Child Care Workers help supervise children in a day care facility. They plan and implement recreational and learning activities according to group behavior and needs. They provide basic physical care to the very young. They teach older children concepts such as colors, shapes, numbers, and phonetics. They maintain discipline and supervise eating and rest periods. Opportunity in Alaska is very good with over 2,600 employed. Wages are about $1,000 a month.

Suggested background courses include basic math, child care, psychology, home economics, health education and first aid. Suggested training includes a high school diploma and vocational training. Related occupations include elementary and secondary teachers, education program specialists, and special education teachers. Federal regulations require child care workers to be eighteen years or older and have one year of experience in a day care facility. Assistants and aides must be at least fifteen years old and work under the supervision of a child care worker or director. Educational and experience requirements vary according to the type of position, such as program supervisor or group leader. Aides and assistants need only the desire and ability to work with small children.

My name is Stephen Rivera. I'm a child care worker in Douglas, Alaska. As a male child care worker I'm in a minority. But as a Native American, being in a minority is nothing new to me. I'm a Seneca Indian, from New York State. And even though I grew up a continent away from Alaska Native people, I feel a certain kinship. And I feel privileged to be a role model for all kinds of children. I've worked with children for thirteen years. In that thirteen years I've learned the right amount of patience with the right amount of structure. Kids are always in need. They need my attention and they need my time. I'm here to answer their questions. I have to always be on my toes. The job is fun and it's worthwhile. The pay's not great, but the smiles and hugs I get make me rich. The job is great preparation for lots of other jobs such as teacher or coach. And I have job security. As a man, I'm in demand in child care. People really want a good male role model for their kids.

When I first started working with kids I wasn't sure how well I'd do. I was a little hesitant. But you know, one day the grin on a little toothless girl told me that this is the job for me. I discovered I have a talent for kids. So for me, I've had a lot of growth as a person. So what's my average day like? I get to work about 9:30. Our day care has forty-two kids and fifteen of them are mine. I work with the pre-schoolers. My job is to prepare them for the next year in kindergarten. First, we have group time. We might work one day on saying please and thank you or what to do if somebody pushes. Then we have story time. Everybody likes stories. Sometimes I'll add a little bit to the plot to really draw them in. Then we talk about the characters or play "imagine if" games about what happened. Then it's lunch followed by quiet time. In the afternoon we have an activity like tie-dyeing or hiking. Some days we go to the library or take a walk on the beach. One of my favorite activities is cooking. The kids get to practice measuring, mixing, and observing–skills which relate to science. Last year we had a seafood party. That was really fun. To finish off every afternoon we have play time. Then everybody cleans up at five and the kids go home.

Some people ask me if I try make a special effort to teach Native culture to the kids. I do and I don't. I teach culture with the other subjects. But I'm cautious about being stereotyped as an "Indian Teacher." Though I am Indian, that's not all I am. I'm that and more. And I believe that's true for the kids as well. Don't you?



Source: Alaska Career Guide 1992

"...one day the grin on a little toothless girl told me that this is the job for me."

Child Care Worker Steven Rivera

Activities

1. Visit a day care facility where students can interview day care staff. Back in the classroom have them discuss the pros and cons of working as a child care worker.

2. Discuss child care experiences from students' youth. Did the gender of their child care workers influence them any certain way? What do the students think about gender roles and child care? Are men just as suited as women for child care positions? What are students' feelings about this issue?

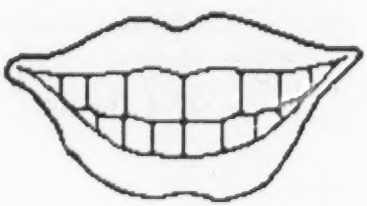
3. Have students write a one-page paper about an important role model of the opposite gender in their lives. Why was that person important to the student? How could the student act as a role model for small children? How important is it to have role models of both sexes? Invite students to explore this issue in their essays.

4. Do a class project on the issue of child care. Ideas include a class collage about child care and politics, child care around the world, child care as a profession, and child care and culture. Examine child care options in the community and the gender, remuneration, and work conditions of child care workers there. At the end of the project have students complete a group position paper on child care in their village, town, state, and nation. What do they think could be done differently? Present this paper to local officials.

Dental Hygienist

Dental Hygienists help people develop and maintain good oral health. Under the general supervision of a dentist, they take and develop x-rays, note conditions of decay and disease for diagnosis by the dentist, and clean and polish teeth. They also teach patients proper dental care.

The job outlook in Alaska is good, with 240 employed. Salary ranges from $2,600 to $3,600 per month or more. Suggested courses for those interested in this field include applied math, biology, chemistry, oral and appplied communications, psychology, health education, first aid and child care. Suggested training involves a vocational/technical school. Related occupations include dental assistants and dentists. Hygienists must be licensed. Experience is beneficial when seeking employment. Both 2-year associate degrees and 4-year degree programs are available in this field.



My name is Rick Siler. Out of the hundreds of dental hygienists in Alaska, I'm one of six who are men. Only about 1% of the dental hygienists nationwide are male. Why? Well, not because the pay is low. Hygienists make top dollar. But in this field, you hit the top of the pay scale in a hurry. If being rich is your goal, this job might be frustrating. But if you want a good, steady five-day-a-week job, this is a good one.

Dental hygienists are responsible for preventative dental care and periodontal therapy. That means the non-surgical treatment of gum disease. Hygienists are different from dental assistants. We do invasive-type procedures and give injections. Plus, we're responsible for patient care. We're regulated and licensed by the state.

Like many other health technologists, I got my start in the Service. I was an Air Force Dental Technician. After the Service I worked construction then went back to dentistry as Office Manager and Chairside Assistant. With the Associate of Applied Science (AAS) in Dental Hygiene (a 2- year degree) I got my license. Later, I also served as President of the Alaska State Dental Hygienist Association. Sometimes I think the people were overly cautious with me because of stereotypical male/female role expectations. But once we all knew that we were on the same team, with the same goals, communication and cooperation were wonderful.

And speaking of that, I've had some astonished looks on patients' faces when *a man* starts cleaning their teeth. But you know, a little small talk and a confident chair-side manner and they quickly relax. Now some patients seek *me* out. They make appointments with me just to get their teeth cleaned. For me this job isn't my family's second income. I'm a father and I'm the primary breadwinner. I take pride in having a business attitude and don't float in and out of the profession. I'm here all day, every day.

As you look into paraprofessional jobs, keep some things in mind. In this state we dental hygienists don't work for ourselves; we work for dentists. We're regulated by the American Dental Association and the Alaska Dental Board of Examiners, the organization of the people we work for. We don't have the autonomy of, say, a physical therapist. Not *yet*. But Dental Hygiene offers good pay and steady work. That's a combination attractive to anybody–male *or* female.

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Source: Alaska Career Guide 1992

"Out of the hundreds of dental hygienists in Alaska, I'm one of six who are male. . . . If being rich is your goal this job might be frustrating. But if you want a good, steady five-day-a-week job, this is a good one."

Dental Hygienist Rick Siler

Activities

1. Order the Health-Related Occupations Curriculum Kit (for secondary students) from the Alaska Vocational Materials Library, OAVE/DOE, 801 W. 10th St., Ste. 100, Juneau, AK 99801 (907) 465-2980. Utilize kit materials on the dental profession, discussing nontraditional career opportunities.

2. Discuss in class reactions to having nontraditional health care workers work on *you*. Does the gender of the person caring for you make a difference? How about other nontraditional features, such as a handicapped hygienist? Would that make a difference?

3. Role play different job roles related to this occupation, reversing roles. A female student acts out being the dentist, demonstrating some insensitivity to the male hygienist. Or, role play the male hygienist getting a phone call that his child is sick at school, mom cannot be reached by phone. What does he do? Students discuss how they feel about the role reversal. Relate this experience to male-female, boss-subordinate relations on the job.

4. Interview workers in nontraditional roles in your school or community such as a female maintenance worker or a male child care worker. Is there someone in your community in dentistry or medicine who works in a nontraditional capacity? Discuss what makes certain sexes of persons or categories or groups of people migrate to certain jobs. Discuss the value in expanding the parameters of those jobs and choosing a nontraditional route.

5. Discuss the leadership roles that a man might take when he is a "minority" in a group of women. Would the women "expect" the man to lead? If so, why? Would the man assume he would be the leader? What is the role of training, desire, social expectation, and group pressure in such situations?

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Librarian

Librarians select, order and organize library materials such as books, magazines, recordings and films, and make them available for community use. Opportunity is fair in Alaska, with 480 employed. Salary ranges from $2,300 to $4,000 per month. Suggested courses include applied or advanced math, oral and applied communications, literature, history, government,

geography and computer applications. Graduate college training is suggested. Related occupations include library assistants and museum curators.

A master's degree is required for work in most public libraries, government agencies, and college libraries. Elementary and high school librarians usually need to be certified both as teachers and as school librarians. Positions in rural communities are often filled by people with less professional training.

My name is Chester Simton. I'm a school librarian in Palmer, Alaska. Male school librarians are a rare breed. Plus, very few of them are African-American. That makes me a minority among minorities. But for me, being a minority is nothing new. When I was in college in library science a little over ten percent of my class was men. How many of us were African-Americans? Two percent. And when I was librarian out at King Cove on the Aleutian Chain and then at Nome I was either the only black or one of the few in town. So what's it like being an African-American male librarian? Well, since my job offers so much independence, I'd have to say it's probably not so different from being a librarian of any other race or sex. But it's true that sometimes when people have asked me if they know where they can find the librarian they look shocked when I tell them it's me. Maybe that's because they've never seen a male African-American librarian. In my fifteen years in Alaska I haven't. It's also true that in public school libraries, college libraries and public libraries most of the lower jobs go to females and the upper-level jobs to white males. So that gives me some perspective.

And why do I think all of these things are true? Well, I know that some people think of library science as a feminine field. To me, that's just so much malarkey. I've had people tell me "you don't look like the typical librarian" as if there's any one way a librarian should look. I've had other people wonder if my job is tedious and dull. I tell them that it's exciting and I discover something new in a book or article every single day. And I've had kids ask me if I needed to go to college to be a librarian. I tell them I not only went to college, I had to get a master's degree. Librarians are a highly professional group. But people don't seem to know enough about the profession. I think school librarians are under-utilized. Few administrators or teachers seem to realize that librarians completed a very rigorous curriculum. The Master of Library Science degree is no cake walk.

When I was in library school they warned the women students not to flaunt their keyboarding skills when they're working as librarians. Some businessmen, it seems, think if they're female and can type, they're secretary material. This librarian has never had that problem, thank goodness. All in all, library science has been a fascinating field: interesting, challenging and steady. Let's put it this way: I've never been unemployed. And, at a school like Palmer High, you have a chance to make a difference. Mine was the first library in the school district to automate. We started from scratch. Now all the books my library have bar code labels and we read them with a laser wand. The checkout information is stored automatically, by computer.

One of my dreams is to inspire a student to go to library school. This is an exciting and important field. You name the field: education, medicine, law, business, sports and somewhere there are librarians who work completely in that area. Any place they need information organized is a place they need librarians.

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Source: Alaska Career Guide 1992

"One of my dreams is to inspire a student to go to library school. This is an exciting and important field. . . Any place they need information organized is a place they need librarians."

Palmer Librarian Chester Simton

Activities

1. Interview the school librarian and ask him/her about their job. How did she/he become qualified for their job?

2. As a class, identify on the board some jobs which have minority under-representation. Discuss some possible reasons for their under-representation and create a mapping activity with those reasons. As a class, brainstorm some possible ways to encourage minority representation across the spectrum of employment. What does the class see as the role of affirmative action in this area? Relate this discussion to the role of affirmative action in American--and Alaskan--society.

3. Have secondary students take younger students on a tour of the school library. The librarian can help train students as "library tutors." Especially encourage young men to act as tutors since this field is nontraditional

Law Enforcement Officer

Law Enforcement Officers maintain the public safety by providing law enforcement and emergency aid. They investigate complaints and crimes and apprehend and arrest violators and assist in their prosecution. They provide a variety of community services and peace-keeping functions such as handling traffic accidents, resolving family disputes and giving directions. Most officers work on patrol or traffic duty.

In the state of Alaska 1,330 are employed as law enforcement officers. Entry wages are $2,300 per month for police officers, $2,800 per month for troopers. Suggested courses include basic and applied math, oral and applied communications, psychology, sociology, physical education, law enforcement, and government/political science. Suggested training includes on-the-job or vocational/technical training, or an associate's or college degree. Related occupations include health and safety inspectors, village public safety officers, correctional officers and jailers, and fish and game protection officers. Candidates for this job must be high school graduates. Because of keen competition for jobs, some law enforcement agencies give preference to applicants with a two-year college certificate. Applicants must pass an extensive background investigation, must be in good physical condition and must pass medical and psychological exams. Training is obtained on the job and by attending a police academy. As one police officer noted: "actually any course of study of interest to the student should be pursued. Any training, any previous experience may eventually be of value to a police officer."

My name is Judy Steffel. I'm the only woman sergeant in the Juneau Police Department. I'm one of only two female commissioned officers on the force at this time. Has being a woman helped me or hurt me on the job? Well, both. A couple of times when I've answered a police call, I've pulled my patrol car up to the scene only to hear from the distraught person, "Wait a minute. I want a man." I tell them, "I'm a commissioned police officer: how can I help you?" At street level, there are some wisecracks: "Here comes lady law" or "Look at that cream puff with the badge." As I tell the police officers who work with me, I consider the source and ignore it. Sometimes callers give the telephone dispatchers a hard time. They transfer the calls to me. Then the callers are so shocked that the sergeant is a woman that they cool down. And sometimes they call back and apologize. But hey, if they want to see me as something other than a police sergeant who happens to be female, that's their problem. I answer calmly and professionally, just like I teach my police officers to do. That's all you can do.

To some people on the street I'm less intimidating because I'm short and female. Some male police officers use their size and physique to gain compliance. I can't do that. But to me, being short and female is an advantage: I'm less intimidating. I think the most important muscle is the one between my ears. If I spend 20 minutes smooth-talking somebody as I arrest them, instead of being macho, I'm being smart. My method might take longer, but how long does it take to have a torn uniform fixed? And how long does it take to visit your chiropractor for a wrenched back after a scuffle? Oh, I know I won't outwit the bad guys forever. One of these days I'll probably get my pies punched–you know– two black eyes. And as I visit my plastic surgeon then what will I say? Well, when the plastic surgeon asks me what all I want done, I'll just pull out a picture of Candice Bergen and tell him, "Just make me look like her." That's cop humor. Cop humor is important on this job.

And speaking of cop humor, cops tease each other a lot. Everybody gets it. No exceptions. And everybody teases back. That's a coping skill that makes us a little less stressed. When I've had enough or if one of the others has had enough we just say "Hey guys, back off" and they usually do. But for the few comments that have been truly inappropriate, I consider the source again. If the person meant well but spoke wrongly, then I ignore it. If they really do need a talking to, I can do that too. Don't forget, I'm the supervisor.

How did I get into police work? I applied, took the test, went to the police academy, finished my probationary year, then worked my way up. Now, between my husband and me, I'm the one with the bigger paycheck. Sometimes that bothers him, but cops work evenings, cops stop fights and cops pick up street drunks. That's why we're well paid. And why did I want to become a cop? I remember a line from a book about rape. The writer said that rape and violence would continue unabated until half the police officers and half the soldiers are women. That was some statement. As a police officer, I'm making mine.

Source: Alaska Career Guide 1992

"Some male police officers use their size and physique to gain compliance. I can't do that. I'm less intimidating. I think the most important muscle is the one between my ears."

Juneau Police Sergeant Judy Steffel

Activities

1. Obtain the "Law" merit badge book from the Boy Scouts of America, P.O. Box 0909, Pineville, NC 28134-0909 or phone (800) 323-0732. Price: $2.00 plus p/h. The booklet includes lots of information and activities related both to law and to law enforcement careers. Some Explorer posts specialize in forensics--police science. Explorers is for both boys and girls. Or obtain "The Law" Activity Project from Tongass Girl Scout Council, 1000 Harbor Way, Suite 201, Juneau, AK 99801 or phone (800) 478-8247. This booklet similarly highlights law-related careers. Explore law enforcement careers as a class.
2. Invite a law enforcement or village public safety officer to your classroom. If possible, invite one officer of each gender. Discuss the pluses and minuses of the job, the responsibilities and requirements. Ask him/her about nontraditional employment in his/her career. What barriers exist, if any, for students who may wish to enter this field? What direction should they take in order to become a law enforcement officer? How do students see themselves surmounting these barriers? Have students discuss these questions in class.
3. Have students arrange to ride with a police officer or village public safety officer on patrol. Most police agencies are willing to accommodate students who are interested. Have participating students relate the experience to the rest of the class. Have the students discuss what they learned and write a short paper about the experience. Publicize the event, especially the involvement of young women on the force. How do the students feel about law enforcement as a career choice? Invite students to explore their feelings in a class writing project.
4. How does a person in a non-traditional gender role handle inappropriate remarks? Brainstorm or role play:
   - responses to remarks
   - actual practices for controlling anger, dealing with criticism, personal, and physical affronts.

   Discuss the issue of using your brains instead of your brawn against bullying. What do students think about mind over muscle in confronting belligerance? Are some of these strategies gender specific? What do they think?
5. Have the students analyze all of these gender equity soliloquies and identify commonalties in experiences. How are reactions to gender roles different for nontraditional men and women according to those interviewed? How are reactions to gender roles the same? What can students offer about their gender role? Discuss in small groups, then identify some "Role Discoveries" tenets on the board.
6. Post a police scanner in the classroom. Listen to police interchanges and discuss some of the benefits and the trials of the job. Which students have a special interest in this job? How do they see themselves realizing their dream?

BEST COPY AVAILABLE

Government Executive

Government Executives develop and administer plans and policies to achieve the goals and objectives of their organizations. They coordinate operations between divisions and departments. They direct major financial programs and maintain good relations with the public, employees, government agencies and other branches of government.

Opportunity is limited. Business managers might expect to make $4,000-$7,000 per month. Suggested courses include accounting, business administration, business finance, computer science, economics, government or political science, marketing or merchandising, math or statistics, salespersonship, speech or public speaking and management. Suggested training includes college and possibly graduate school. Related occupations include financial managers and small business operators. This is not an entry-level position. Often 10-15 years of supervisory experience is needed in this field. A bachelor's degree is usually a minimum requirement. Graduate work in finance or business management is often helpful.

My name is Nancy Bear Usera. I'm Commissioner of Administration for the State of Alaska. I manage over 1100 employees and in an emergency, I'm third in line for governor. But wait, don't get over-excited. What's the big deal? There have always been women in top management. What about Queen Elizabeth I? What about Joan of Arc? But I concede that most top management jobs still go to men. There's a glass ceiling. Why? Well, getting those top jobs is tough for *everyone*, not just women. But why do women usually only make it to middle management and no higher? Part of it is culture, and part of it is just the way things *were*. But that's not the way things *are*. Now, things are changing. We're a society in transition.

Before this job, I was Commissioner of Labor. And before that, I was President and Chief Executive Officer of the Alaska Credit Union League. Was I the only woman in a sea of males? I have to say I was. And did I find a secret to true opportunity? You bet I did. Here, let me whisper it: *hard work* and *determination*. Ninety percent of opportunity is made up of those two magic words. That's all there is to it. But it does help to be a quick study. It helps to set your own priorities. It helps to have good manners. It helps to have a sense of humor. It helps to make your own opportunities. And it helps to do something you *like*– something you would give up other things for. I like management. And that's made a difference.

But what about my relationships with other managers who are male? At the first few governor's cabinet meetings things were a bit awkward for the men. An older male fellow cabinet member would hold the door for me and then apologize for doing so. Or, another would drop a briefcase, cuss loudly, then look my way, kind of worried I'd take offense. But a few months later things were different. With some time together we became more comfortable and the cultural differences diminished. We were able to work together as managers, regardless of gender. That's what I mean by transition.

It's interesting that when people interview me they often ask me if my job conflicts with my family. I'm a single mother with three boys. Would they ask a man executive if *his* job conflicts with *his* family? That's a good question. I'm conscious of balancing my roles. My job takes time, my boys take time. They *both* make up my present life. My first 6 years as a mother I stayed home. Now I'm working again. Kids today understand when either parent works. Lots of my boys' friends have single working parents. It's pretty accepted. Do I want my boys to aspire to top management jobs? Only if they want them. Whatever their choices–college, vocational school, a family, a trade–all I want is for them to work hard at what they like. That's worked for me and it'll work for them. I guarantee it.

Source: Alaska Career Guide 1992

".... did I find a secret to true opportunity? You bet I did.... hard work and determination. Ninety percent of opportunity is made up of those two words. That's all there is to it."

Alaska Commissioner of Administration Nancy Bear Usera

Activities

1. Have students write down a business in which they would have an interest in and which is nontraditional for their gender. Have the students write at least one page about their interest. On the back of the paper have the students write down two ways they could achieve work in this profession and two ways they prevent themselves from achieving work in this profession. Afterwards, collect the papers and discuss the exercise.
2. Invite a local businesswoman or entrepreneur to class. Before she comes, collect a series of questions about nontraditional roles from students. After the businesswoman arrives, one student acts as scribe and writes down the answers the businesswoman offers. After she leaves, students discuss her answers and how they differ from what they thought she would say.
3. Conduct the same activity (#2.) with a businessman. Identify similarities and differences between the responses.
4. Have the students brainstorm ways in which schools have reinforced traditional stereotypes and thus not encouraged nontraditional career exploration. Write down their ideas on the board. Then, each student writes down at least two ideas in which schools can encourage transiting traditional gender boundaries. Present their ideas to the school administration.
5. Create a collage of traditional and nontraditional roles for both men and women. Include a male doll dressed in pink and a female doll dressed in blue as part of the collage. Using the collage, point out and discuss male/female roles, what determines those roles and how workers may explore nontraditional occupations.

Sex Equity Regulations, Alaska Department of Education

Article 2. Prohibition of Sex Discrimination

Section
500. Purpose
510. Discrimination in hiring practices
520. Recreational and athletic activities
530. Guidance and counseling services
540. Course offerings
550. Review of instructional materials
560. Violations
570. Assurance of voluntary compliance
580. Remedies
590. Additional authority of the commissioner
600. Definitions

4 AAC 06.500. PURPOSE. The purpose of 4 AAC 06.500-4 AAC 06.600 is to establish procedures and standards that will enable school districts to prevent and eliminate, in public education, discrimination on the basis of sex. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.510. DISCRIMINATION IN HIRING PRACTICES.
(a) Hiring practices which are prohibited by AS 14.18.020(1) include the use of any position description, job qualifications, or agreement negotiated under AS 14.20.550 which has the direct or indirect effect of giving preference to an applicant on the basis of sex, except with respect to personal supervision of person using locker rooms, showers, or toilet facilities.

(b) Nothing in 4 AAC 06.500-4AAC 06.600 prevents a school district from using sex as a criterion for meeting affirmative action employment goals. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.520. RECREATIONAL AND ATHLETIC ACTIVITIES. (a) Before February 1 of each school year beginning after October 31, 1982, each school district shall contact a survey of students in grades five through 11, in a manner to be established by the district, to determine student interest in specific extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities.

(b) Before April 1 of each school year beginning after October 31, 1982, each school district shall adopt a plan which sets out all extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities which will be offered by the district during the following school year. The plan required by this subsection must provide substantial equal opportunities for each sex, and must, to the maximum extent practicable, accommodate the interests of students as expressed in the survey required by (a) of this section.

(c) In developing or amending a plan under (b) of this section, each school district shall evaluate its extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities to insure that the activities available to each sex are substantially equal based on the following criteria:

(1) the provision of equipment and supplies;
(2) the schedule of games and practice times;
(3) travel schedules and trips taken;
(4) opportunities to receive coaching;
(5) assignment of coaches and tutors;
(6) provision of locker, practice, and competitive facilities;
(7) provision of administrative support services; and
(8) publicity.

(d) The results of the survey required by (a) of this section and a copy of the plan required by (b) of this section must be available for public inspection at each school in the district by September 15 of each school year. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.30. GUIDANCE AND COUNSELING SERVICES.
(a) School personnel assigned to provide guidance and counseling services and all materials used in the provision of those services, shall encourage students to explore and develop their individual interests in vocational programs and employment opportunities without regard to sex. This may include encouraging students to consider nontraditional occupations.

(b) Before December 15 of the school year beginning after October 11, 1982, each school district shall establish written procedures for the biennial training of certificated personnel who are assigned to provide guidance and counseling services in the recognition of sex bias in counseling materials and in techniques which may be used to overcome the effects of sex bias . (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.540. COURSE OFFERINGS. Except as provided in AS 14.18.050, no school district may require or deny participation in any course, program, or activity on the basis of sex. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.550. REVIEW OF INSTRUCTIONAL MATERIALS.
(a) Instructional materials which portray people, or animals having indentifiable human attributes, must portray males and females in a wide variety of occupational, emotional, and behavioral situations, and present each sex in the full range of its human potential.

(b) Before December 15 of the school year beginning after October 31, 1982, each school district shall establish written procedures

(1) for the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias:

(2) for the review of textbooks and instructional materials for evidence of sex bias; and

(3) for the replacement or supplementation of materials found to exhibit sex bias, according to the general textbook and instructional materials replacement procedure of the district.

(c) The procedure required by (b) of this section must be submitted to the commissioner within 30 days after their establishment.

(d) Nothing in this section required a district which is in substantial compliance with the requirements of this section to adopt new or different procedures. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.560. VIOLATIONS. (a) Before December 15 of the school year beginning after October 31, 1982, each school district shall adopt and make available to the public a grievance procedure through which violations of AS 14.18 or 4 AAC 06.500-4AAC 06.600 may be remedied.

(b) A district grievance procedure adopted under (a) of this section must

(1) provide for a hearing before the governing body of the district;

(2) require that the hearing be held on the record; and

(3) require that a final decision be issued within 60 days after the filing of the grievance.

(c) If, after exhausting the procedures established under (a) of this section, an aggrieved person believes that a violation has not been remedied, that person may file a complaint with the commissioner on a form approved by the state board. The complaint must be filed within 180 days of the alleged violation.

(d) Upon receipt of a complaint received under (c) of this section, the commissioner shall conduct an investigation of the complaint. If, after conducting the investigation, the commissioner determines that a violation has occurred and the violation justifies action against the school district, the commissioner shall file an accusation with the state board.

(e) Upon receipt of an accusation, the president of the state board will request the appointment of a hearing officer sitting alone to hear the case.

(f) A hearing under (e) of this section will be conducted by the hearing officer in accordance with the procedures in AS 44.62.330-44.62.640.

(g) The state board will accept or reject the hearing officer's proposed decision no later than the first regularly scheduled meeting after the hearing officer has rendered the proposed decision. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

Editor's notes: The forms mentioned in 4 AAC 06.560(c) may be obtained by writing the Department of Education, P.O. Box E, Juneau, Alaska 99811.

4 AAC 06.570. ASSURANCE OF VOLUNTARY COMPLIANCE.

(a) The commissioner may enter into an assurance of voluntary compliance agreement with a school district alleged to be in violation of AS 14.18 or 4 AAC 06 instead of further action under 4 AAC 06.560.

(b) Under the terms of an assurance of voluntary compliance agreement, the school district need not admit wrongdoing, but must agree no to commit the violation in the future. The commissioner may require as a condition of the assurance that the school district submit a plan of compliance for approval by the commissioner.

(c) A plan of compliance under (b) of this section or under 4 AAC 06.580 must contain at least the following:

(1) a timeline for compliance;

(2) how compliance will be achieved;

(3) criteria by which compliance can be determined; and

(4) the name of the person responsible at the district level for supervising compliance. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.580. REMEDIES. (a) If the state board determines that a school district is or has been engaged in practices in violation of AS 14.18 or 4 AAC 06.500-4 AAC 06.600, the board will, in its discretion, direct the school district or the hearing officer to formulate a plan of compliance.

(b) If the school district fails to implement the plan of compliance, or violates a plan of compliance, an assurance of voluntary compliance agreement, or another order of the state board, the commissioner may petition the board to withhold state funds in accordance with AS 14.07.070.

(c) If the commissioner petitions the state board under (b) of this section, the state board will hold an abbreviated hearing in which the commissioner shall state the basis for the petition and the school district will be afforded the opportunity to respond.

(d) Nothing in 4 AAC 06.500 limits the commissioner or the Professional Teaching Practices Commission from seeking to revoke the certification of, suspend, or otherwise discipline an educator who violates AS 14.18 or 4 AAC 06.500-4 AAC 06.600.

(e) Nothing in 4 AAC 06.500-4 AAC 06.600 limits the Alaska School Activities Association from hearing

participation in its activities or otherwise disciplining a member district which violates AS 14.18.040 or 4 AAC 06.520. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.590. ADDITIONAL AUTHORITY OF THE COMMISSIONER. In addition to any other duties performed under 4 AAC 06.500-4 AAC 06.600, the commissioner may require a school district to report its efforts toward compliance with 4 AAC 06.500-4 AAC 06.600 and, in the absence of a complaint, may file an accusation with the state board. (Eff. 10/31/82, Register 84)

Authority: AS 14.18.080

4 AAC 06.600. DEFINITIONS. In AS 14.18 and 4 AAC 06.500-4 AAC 06.600
(1) "commissioner" means the commissioner of the Department of Education;
(2) "extracurricular recreational activity" includes school-sponsored or supported clubs, teams, or activities of general or specific interest not part of classroom instruction;
(3) "instructional material" includes textbooks, films, filmstrips, workbooks and other materials the primary purpose of which is for use in classroom instructional activity; "instructional materials" does not include literary works;
(4) "physical education activities involving bodily contact" means boxing, wrestling, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact;
(5) "sex bias" means behavior or written materials which, taken as a whole, portray one sex in a role or status inferior to or more limited than that of the other; assign abilities, traits, interests, or activities on the basis of sex stereotypes; denigrate or ridicule one sex; ignore or substantially under-represent the numerical existence of one sex for reasons not necessitated by the subject matter of the work; or otherwise treat persons in a discriminatory way on the basis of sex;
(6) "state board" means the State Board of Education.
(Eff. 10/31/82, Register 84)

Authority: AS 14.18.080